

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Jackson **Lesson #:** 1 **Facets:** Interpretation and Perspective  
**Grade Level:**6-8**Numbers of Days:** 3-4  
**Topic:** Body composition, muscular strength, and flexibility  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**body composition, flexibility, and muscular strength work together in fitness  
**Student will know**body composition, flexibility, muscular strength, muscle weighs more than fat  
**Student will be able to**make sense of and compare body composition, muscular strength, and flexibility  
**Product:**Weebly and App presentation

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label:** H. Physical Fitness Activities and Knowledge  
**Standard:** H3 Fitness Activity  
**Grade Level Span:** Grade 6-8  
Students participate in physical activities that address personal fitness goals for the health-related fitness components  
**Rationale:**Students will be focusing on the knowledge of Health Education and Physical Education for the fitness components (body composition, muscular strength, and flexibility).  
  
**Assessments**  
**Pre-Assessment: (Lesson 1 only)**  
Students will complete a starting fitness survey to evaluate their knowledge before beginning the unit.  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
Students will have a conference with the teacher to discuss how they are feeling about the content and at the end they will be given an exit card to write down what they've learned about the 3 components so that the teacher can review what needs to be considered moving forward.  
**Section II – timely feedback for products (self, peer, teacher)**  
The students will assess their own products based on the rubric, and feedback by the teacher on the product during the student conference will be given on a similar rubric with the student's input.  
**Summative (Assessment of Learning):**  
•Weebly: Create a website about body composition, flexibility, and muscular strength. Make sure to show and explain examples of each and how they all work together to make our bodies fit. **(20 points)**  
•App: Find an app that compares and contrasts body composition and muscular strength or find 2 apps for each topic and compare and contrast them separately. Once you find these apps, you will create a new page on your Weebly site, this is where you are to put your write up. **(15 points)**  
  
**Integration**  
**Technology (SAMR):**  
This would be modification because the Weebly website adds music, photos, and video all in one place as well as explaining how different apps about body composition, muscular strength, and flexibility work together.  
**English:**The students are writing and talking about the components that they compared on the website that they create.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
The students will use the Ice-Cream Cone Organizer to show what they know about each health component. The students will then use the Circle the Sage activity to teach each other what they know about different areas of health.  
**Section II – Groups and Roles for Product**  
The students will work in partners to find apps that they can use to compare 2 of the 3 components and then they will use each other as resources when making their own individual websites on Weebly.  
  
**Differentiated Instruction**  
**MI Strategies** (8 out of 8 MI)  
**Verbal:** Written parts of the Weebly and presenting their website to the class.  
**Logic:** Comparing body composition and muscular strength and calculating how they work together and against each other.  
**Visual:** Looking at different apps and adding them to your website and using different templates.  
**Musical:** Using music in their websites to convey the mood or tone of the different pieces students present.  
**Kinesthestic:** Students can add video of them showing exercises that use body comp, muscular strength, and flexibility.  
**Intrapersonal:** Students will use an exit card as a way to write down how they thought the project went and bring it to the student conference.  
**Interpersonal:** In the student conference the student and teacher will discuss the process and what they've taken away from the lesson.  
**Naturalist:** Students must find an example in nature that compares body comp, muscular strength and flexibility.  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Team work can be done individually and modified for the student to get necessary work done. Set up a meeting with the teacher to figure out how to proceed and complete website and app presentation (See statement about absences on the syllabus).  
  
**Extensions**  
**Technology (SAMR): Gifted Students:**  
Making their website public and sharing it for people to subscribe and view. The class will review the website and comment as a "company" reviewing for their new up and coming grand opening.  
  
**Materials, Resources and Technology**

* iPads/Laptops
* handouts: pre-assessment survey, ice-cream cone organizer, rubric, notecards for exit card, website/app assignment directions
* pens, pencils
* notebook paper
* Email

**Source for Lesson Plan and Research**  
[Checking for Understanding](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) This is a list that explains different ways of checking for understandings. In this lesson, the students will be using exit cards and doing a student conference.  
[Ice-Cream Cone](http://www.eduplace.com/graphicorganizer/pdf/icecream.pdf) This is a link to a graphic organizer that helps students organize their thoughts about what they've learned in this lesson.  
[Graphic Organizers](http://www.eduplace.com/graphicorganizer/) A link to all different types of graphic organizers.  
[Circle the Sage](https://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) A cooperative learning activity that allows students to show their current knowledge about the subject to the class before the teacher begins teaching.  
[Weebly](http://www.weebly.com/) This is the link students will be using to create their websites comparing each component.  
[Body composition](https://www.healthychildren.org/English/healthy-living/fitness/Pages/Body-Composition-and-Flexibility.aspx) A link that defines body composition based on children.  
[Muscular Strength](http://kidshealth.org/en/kids/getting-muscles.html?WT.ac=ctg#catfit) A link that breaks down muscular strength at a level that students can better understand.  
[Flexibility](https://www.healthychildren.org/English/healthy-living/fitness/Pages/Body-Composition-and-Flexibility.aspx) A link that defines flexibility for children.  
  
**PART II:**  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
**Agenda**  
Day 1:  
Pre-Assessment survey  
Circle the Sage  
Ice-Cream Cone  
Exit Card  
Day 2:  
Group App searching  
Day 3:  
Handout Directions/Rubrics for Weebly  
Weebly Work day  
Day 4:  
Finish Weebly  
Day 5:  
Presentations  
Student conferences  
  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that body composition, flexibility, and muscular strength work together in fitness. They will work as a class to come up with definitions of each of these components. Having knowledge of these topics is important to know because it will help students later in life when they are out on their own and are no longer being told how and when to exercise. *Students are to participate in physical activities that address personal fitness goals for the health-related fitness components.* As a Pre-Assessment, students will take a survey about what they know about the components and where they feel they are in their own fitness and set goals for what they want out of the class and how they want to improve their fitness. To start the class, the teacher will ask the students why body composition, muscular strength, and flexibility are important to their health and then as a class they will discuss what it means to keep these in mind as they grow older so that they can have good fitness.  
**Where, Why , What, Hook Tailors:** *Logic, Intrapersonal, Naturalist*  
  
Students will know body composition, flexibility, muscular strength, and that muscle weighs more than fat; all being important factors our knowing about personal health. The students will use the [Circle the Sage](https://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) cooperative learning activity to teach each other what they know about the different areas of health. The students will then use the [Ice-Cream Cone](http://www.eduplace.com/graphicorganizer/pdf/icecream.pdf) Organizer to show what they now know about each health component. **See content notes.** Students will be given an [exit card](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) at the end of the first class to write down what they've learned about the 3 components so that the teacher can review what the students know and what needs to be considered moving forward.  
**Equip, Explore, Rethink, Tailors:** *Logic, Intrapersonal, Interpersonal*  
  
Students will be able to make sense of and compare body composition, muscular strength, and flexibility**(Interpretation, Perspective).** The teacher will show the students [Weebly](http://www.weebly.com/) and maneuver around the website to demonstrate to the students what they need to know to create their own websites. Students will find apps to compare body composition, flexibility, and muscular strength and make a webpage either individually or in pairs using Weebly to show examples of each component. Students will be given a rubric that they will self-assess on and then they will have a [student conference](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) at the end of the lesson to discuss the product and the rubric to come up with an overall assessment grade. The teacher will make groups for students to discuss the apps that they find and then within those groups, students will work individually or in smaller groups of 2 or 3 to create the website. It is the students responsibility to assign each other parts to complete on the product and to do to complete all the work laid out on the rubric. Also on the rubric will be a section defining group work and to make sure it is clear that all students participated in the assignment. The students will assess their own products based on the rubric, and feedback by the teacher on the product will be incorporated during the student conference.  
**Experience, Revise, Refine, Tailors:** *Verbal, Visual, Musical, Kinesthetic, Intrapersonal, Interpersonal, Naturalist*  
  
After the students present their websites, the teacher will have a conference with each student to discuss their rubrics. For each presentation, the teacher will write down observations and thoughts about the students presentation that he/she believes are important to bring up in the student conference. The teacher will take the students self-assessment rubric and the topics they discussed in the conference to then go and use a similar rubric to give the students an overall grade. This lesson is important to focus on before future lessons because the 3 components (body composition, flexibility, and muscular strength) are all important in being able to do cardiovascular training. This lesson also gets students familiar with using apps and utilizing the web to create an ever lasting product that they can keep and look back to in the future.  
**Evaluate, Tailors:** *Verbal, Musical, Interpersonal*  
  
**Teacher Content Notes**  
**Student will know**body composition, flexibility, and muscular strength.  
[Body composition](https://www.healthychildren.org/English/healthy-living/fitness/Pages/Body-Composition-and-Flexibility.aspx): Boys and girls have many differences in body fat throughout childhood and then it increases in girls during puberty because girls tend to start and end puberty before boys. Boys have a more dramatic change in body composition because of the increase in testosterone when staring puberty that adds muscle mass. Many children who start off overweight usually remain overweight when they become adolescents and even adults. The changes children have in body composition are important because they can have a large effect on their participation and performance during Physical Education, especially in sports.   
  
[Muscular Strength](http://kidshealth.org/en/kids/getting-muscles.html?WT.ac=ctg#catfit): Boys a lot of times wish for bigger muscles, but physically their bodies are unable to build that kind of adult muscle. Both boys and girls can build strong, healthy muscles that are appropriate for their age and body types. Playing, running, jumping, and riding your bike are great ways to make their muscles stronger. Any physical activities such as dancing or playing football can make them stronger. Many people think that if you eat a lot of foods that contain protein (such as meat and eggs) or foods that contain iron will help build strong muscles, but at this age, no one food helps build muscles. Their bodies can be strong and healthy if they continue to eat a variety of nutritious foods. Some kids want to lift weights so they can look bigger and stronger, but lifting weights won't produce big muscles for kids who haven't gone through puberty yet, and lifting heavy weights can be a danger to their bodies. With supervision from a coach or trainer, kids can do light weightlifting based on the sport they are training to excel in. This kind of exercise can improve muscle tone by making them leaner and stronger, but not really bigger which is what students are usually looking for. Push-ups, sit-ups, and chin-ups also help build strong muscles and are good ways for young athletes to get active, but so can running, jumping, and climbing; simple ways kids play everyday.  
  
[Flexibility](https://www.healthychildren.org/English/healthy-living/fitness/Pages/Body-Composition-and-Flexibility.aspx): Children tend to be more flexible than adults, but during the rapid growth of puberty, kids often become temporarily less flexible than they were before. Some children have a slow growth spurt, while others grow much faster. Their bones are growing more quickly than their muscles and tendons can stretch to keep up. Most boys become more muscular and lose some body fat, but often lose their flexibility, however girls can also become tighter during the rapid growth of puberty if they do not stretch to keep up with their growth. The increase in estrogen usually allows girls to maintain or improve their flexibility once their speed of growth slows down. Having good flexibility may help some athletes self-select into certain sports such as swimming, diving, gymnastics, tennis, figure skating, wrestling, or martial arts. Flexibility is very important to have an continue to focus on if students are pursuing these types of sports.  
  
**Handouts**  
*Pre-assessment survey*  
*Ice-cream cone organizer*  
*Student Rubric for Weebly*  
*Student Rubric for presentation*  
*Exit Card*  
*Weebly website assignment directions*  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
***Learning Styles***  
  
***Clipboard:*** The students will be given clear directions on what needs to be done in all aspects of the lesson. They will be given a rubric so that they may check back to make sure they have each aspect of the assignment completed before presenting.  
***Microscope:***Students will be able to do research about body composition, muscular strength, and flexibility to add to their website. This will give them the ability to examine different definitions and ideas surrounding the components.  
***Puppy:*** Students will be able to work in groups on their websites and working together in a comfortable environment.  
***Beach Ball:*** Students will be able to get creative when working on their websites by adding color, photos, and videos to really make the website their own.  
  
***Rationale:*** The students will all be given opportunity to work in an environment and do parts of the assignment that best relate to their learning styles.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
**Section I – checking for understanding strategy during instruction**  
Students will have a conference with the teacher to discuss how they are feeling about the content and at the end they will be given an exit card to write down what they've learned about the 3 components so that the teacher can review what needs to be considered moving forward.  
**Section II – timely feedback for products (self, peer, teacher)**  
The students will assess their own products based on the rubric, and feedback by the teacher on the product during the student conference will be given on a similar rubric with the student's input.  
  
***Summative:***  
Students will create a website about body composition, flexibility, and muscular strength. Make sure to show and explain examples of each and how they all work together to make our bodies fit. Students will find an app that compares and contrasts body composition and muscular strength or find 2 apps for each topic and compare and contrast them separately. Once they find these apps, they will create a new page on their Weebly site, this is where they are to put their write ups.  
  
***Rationale:*** The students will be given both formative assessment and summative assessment to really ensure student mastery of the topics. The students wont be graded on their formative assessment, but in the end of the lesson will be graded on the websites they create and on the presentation of the sites.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Body composition, muscular strength, and flexibility **(See content notes).**  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label:** H. Physical Fitness Activities and Knowledge  
**Standard:** H3 Fitness Activity  
**Grade Level Span:** Grade 6-8  
Students participate in physical activities that address personal fitness goals for the health-related fitness components  
  
***Facet:***Interpretation and Perspective  
  
***Rationale:*** Students will be focusing on the knowledge of Health Education and Physical Education for the fitness components (body composition, muscular strength, and flexibility).  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Written parts of the Weebly and presenting their website to the class.  
**Logic:** Comparing body composition and muscular strength and calculating how they work together and against each other.  
**Visual:** Looking at different apps and adding them to your website and using different templates.  
**Musical:** Using music in their websites to convey the mood or tone of the different pieces students present.  
**Kinesthestic:** Students can add video of them showing exercises that use body comp, muscular strength, and flexibility.  
**Intrapersonal:** Students will use an exit card as a way to write down how they thought the project went and bring it to the student conference.  
**Interpersonal:** In the student conference the student and teacher will discuss the process and what they've taken away from the lesson.  
**Naturalist:** Students must find an example in nature that compares body comp, muscular strength and flexibility.  
  
***SAMR:***Making their website public and sharing it for people to subscribe and view. The class will review the website and comment as a "company" reviewing for their new up and coming grand opening.  
  
  
***Rationale:***The students will be using all eight intelligences in this lesson to differentiate the lesson for all types of learners. They will be focusing a lot on comparing and contrasting body composition muscular strength, and flexibility as well as creating their own websites.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:****a, c, d*  
Students will be able to show creativity when giving there website presentations. They will be able to work together with other students when discussing the fitness components based on apps they find.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** *b, c, d*   
Students will be able to be curious and develop their own learning about the fitness components when researching for their websites and when discussing their apps. The multiple intelligences are used to focus on different learning styles and are embedded in the website assignment. The students will have 2 forms of formative assessment and then the summative will include the website product.